

AGENCY NAME:	Governor's School for Science & Mathematics (GSSM)		
AGENCY CODE:	H65	SECTION:	Education - -GSSM - SDE

Fiscal Year 2016-2017  
Accountability Report

SUBMISSION FORM

AGENCY MISSION	<b>Mission and Values Statement</b> <b>South Carolina Governor's School for Science &amp; Mathematics</b>
	The mission of the South Carolina Governor's School for Science and Mathematics (GSSM) is to offer the most academically able students of this state a learning environment that strengthens their ability to think critically, stimulates the joy of learning, and fosters the excitement of discovery through scientific research.
	Emphasizing science, mathematics, engineering and technology, the Governor's School for Science and Mathematics is an educational resource, which serves the State of South Carolina as a model for academic excellence and provides a diverse range of outreach programs and partnerships. The STEM curriculum is complemented by a very strong set of Humanities and Social Sciences courses.
	GSSM broadens the horizons of the mind, expands intellectual and personal growth, and cultivates the uniqueness of each student. The School builds a strong sense of community among students, faculty and staff in a residential setting.

Please select yes or no if the agency has any major or minor (internal or external) recommendations that would allow the agency to operate more effectively and efficiently.

RESTRUCTURING RECOMMENDATIONS:	Yes	No
	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Please identify your agency's preferred contacts for this year's accountability report.

	<i>Name</i>	<i>Phone</i>	<i>Email</i>
PRIMARY CONTACT:	Mr. Ernie L. Boyd, Jr., VP for Operations/CFO	843-383-3906	boyd@gssm.k12.sc.us
SECONDARY CONTACT:	Dr. Hector Flores, GSSM President	843-383-3902	hflores@gssm.k12.sc.us

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I have reviewed and approved the enclosed FY 2016-2017 Accountability Report, which is complete and accurate to the extent of my knowledge.

<b>AGENCY DIRECTOR</b> <b>(SIGN AND DATE):</b>	
<b>(TYPE OR PRINT NAME):</b>	Dr. Hector Flores, GSSM President

  

<b>BOARD/CMSN. CHAIR</b> <b>(SIGN AND DATE):</b>	 
<b>(TYPE OR PRINT NAME):</b>	Mr. Talbert "Hal" Campbell, GSSM Board Chair

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**AGENCY’S DISCUSSION AND ANALYSIS**

**S.C. Governor’s School for Science & Mathematics:**

GSSM performed a Presidential Search and selected new GSSM President in 2015-2016. GSSM’s new President, Dr. Hector Flores came on April 16, 2016. In Dr. Flores’ first year, GSSM has begun a Comprehensive Strategic Planning.

Repeatedly recognized nationally for excellence, GSSM advances academic achievement – and impacts economic development - throughout South Carolina by offering comprehensive residential, virtual, and exemplary outreach programs for students and teachers.

**Milestone Achievement: For 2016 – 2017 GSSM had** its largest graduating class in the history of the institution moving us to “full capacity.” GSSM also hired new instructors to teach advanced courses to these students – 88% of GSSM’s faculty holds a PhD in their area of teaching, ALL have a Master’s degree.

**Global Academics:** Supported by State and private funds, GSSM continues an international exchange of high school research students with sister high schools and a university in Germany and a sister high school and university in the Republic of Korea. GSSM added China for student research in the summer of June 2017. This takes GSSM’s renowned SPRI research program worldwide.

**Accountability Report Highlights:**

*Maintain Excellence, Outreach expansion and installed a new President.*

***GSSM Core Values***

- *Ethics*
- *Personal responsibility and accountability*
  - *We build intellectual and moral character in our students.*
  - *We are a team of highly talented individuals pursuing student-centered excellence*
  - *And help each other to do so too*
- *Strong belief in evidence-based learning, questioning and discovering*
- *Love of beauty, creativity, imagination & each other*
- *We will impact and improve education throughout South Carolina.*

***GSSM is Strong and Growing Stronger – Residential Students and Graduates:***

- *Led State in ACT scores (ACT 30.1)*
- *100% attend college*

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- *Seniors offered over \$16 million in scholarships last year – self-reported as of May 26, 2017 by 50% of the Senior class.*
- *Nearly 70% of alumni works in STEM fields*
- *77% of alumni works in their field of study*
- *66% of alumni pursue advanced degrees*
- *84% of alumni major in a STEM field (this data is limited)*
- *37% of alumni are currently in careers in SC*
- *2017 – 2018 maintain “full capacity.”*

***Strong – Alumni***

- *Engineers*
- *Corporate careers - examples: Google, Microsoft, General Electric, Westinghouse, Exxon, Scientist*
- *Medical careers - examples: MUSC: thirteen medical students, two graduate students, one faculty member*
- *Entrepreneurs*
- *Academicians*
- *Career Services Center: The purpose of the Career Services, which is run through GSSM Foundation, is to help Alums secure internships and careers.*

***GSSM Source of Strength – Faculty / Staff***

- *Credentialed and accomplished (All have Masters, 88% holds PhD’s)*
- *Exemplify excellence and expect it from others*
- *F/S define their success by students’ success*
- *Shared goals, clear responsibilities*
  - *Learning and mastery*
  - *Growth and maturity*
  - *College and life*

***Accelerate Engineering***

- ✓ *Graduated second class of seniors*
- ✓ *Developed new Admissions rubric and procedures*



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- ✓ *Admitted fourth class of sophomores*
- ✓ *Improved retention rates by 20% and doubled the size of the rising senior class*
- ✓ *Held summer camps at Clemson, USC and GSSM*

***GSSM Foundations for the Future***

- *Research*
  - ✓ *France, UK, Austria, Germany, South Korea, Latin America and more*
  - ✓ *Carnegie Melon, Clemson, USC, Harvard, Johns Hopkins, NASA, MUSC, Stanford, Washington University and more*
  - ✓ *Molecular biology, medical research, engineering, computer science, more*

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**Academic Highlights**

- 1. Course offerings
  - a. 99 courses offered as semester or year-long courses
  - b. 50 STEM courses
  - c. 18 College Board approved AP courses
  - d. 23 courses for which an AP course is a pre requisite.
- 2. New elective course offerings
  - a. Introduction to Organic and Biochemistry
  - b. Computational Physics
  - c. Quantitative Business Methods
  - d. International Economics
  - e. Econometrics Analysis
  - f. Shakespeare’s Plays
  - g. African American Literature
  - h. AP Comparative Government
  - i. Native American History
  - j. Spanish Inquisition
  - k. Hispanic Caribbean Cultural Studies
  - l. AP Music Theory
  - m. Latin
  - n. German
  - o. American Sign Language
  - p. Maintain Mandarin Chinese Foreign language
- 3. The course credit agreements with Clemson and the University of South Carolina remain strong and courses are added as appropriate.
- 4. New Year-long advanced Research courses, Scientific Investigation I, II and III have proven successful.
  - a. GSSM students won National NASA micro-gravity research competition.
- 5. Launchpad
  - a. Summer program for a targeted number of rising juniors admitted to GSSM has continued to provide introductions to English, Math and Chemistry labs as well as life as GSSM student outside of the classroom for two weeks prior to arriving in the fall.
  - b. Program helps students be more prepared to handle the rigors of the academic program at GSSM, especially in the areas of Math, English and Science labs.
  - c. Program also includes a transitional piece to help students adjust to living in a residential setting
- 6. Accelerate Engineering – Statewide Virtual/Blended Program for 10th, 11th & 12th Graders. Participants can earn up to 41 hours of college science, English, mathematics and engineering credits through Clemson University in 2016-2017. For 2016-2017, Accelerate Engineering had 116 total students, up from 91 in 2015-2016.
  - Finished 4<sup>th</sup> year of instruction; had second class of graduates. All are attending college in 2016-2017. Thirteen of fourteen remained in state. Fourth group in place •
  - Program Growth continues:

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- 2016-2017: 116 students at 18 virtual sites around the state
  - Adding two new sites in 2017-18
  - Hired 4 new full-time and 2 part time instructors for 2017-2018
  - Summer Camps for existing and new students planned • Curriculum integration continues: focusing on senior courses and summer activities • Planning for 10 courses per semester for Fall 2016: four for seniors, four for juniors, two for sophomores.
  - Summer Base Camp for new students in June at GSSM
  - Summer Camp at USC in July for rising seniors coordinating with the Electrical Engineering Department.
  - Saturday experiences Spring 2017: Physics and Engineering labs for the Sophomores, Industrial Engineering at Francis Marion for the Juniors, and final project presentation for the seniors.
  - Chemistry labs at GSSM facilities continued in Fall and Spring. • Physics laboratories occurred on GSSM campus. Saturday Experiences modified to give students more real world engineering exposure.
7. Standardized test scores:
- GSSM Students again led the State in ACT scores.**

**Center for Science Education and Outreach Highlights**

**Mission Statement for Outreach**

The GSSM Center for Science Education & Outreach is a leader in the development and delivery of exemplary STEM educational experiences that are innovative and designed to improve and support the achievement of students and the professional growth of teachers across South Carolina. It serves as a resource of STEM educational opportunity for SC students and teachers.

**The combined impact of state-wide summer camp attendants for the Center for Outreach and Academic year-round initiative was 5612 for 2016-2017.**

**Center for Outreach Goals**

- Developing students’ understanding of the relationship between science, technology, engineering, mathematics, and society;
- Improving the problem-solving and reasoning skills of students;
- Providing opportunities for students and teachers to explore real-world applications of science, technology, engineering, and mathematics;
- Improving content knowledge and pedagogical content knowledge of science and mathematics teachers;
- Encouraging students to explore careers and post-secondary majors in the areas of science, technology, engineering, and mathematics; and
- Encouraging students to consider GSSM as a STEM educational option.

GSSM Outreach is the source for increasing GSSM student involvement for the foreseeable future. The Center for Outreach endeavors are developed and delivered from the support of the State, SC businesses, and private foundations.

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**Student Research Programs: SPRI & RESP**

134 GSSM students conducted their summer research under the supervision of 96 research groups located in 30 states, national and international sites. An additional 6 research placements were made for our 6 visiting international RESP scholars, bringing the total number of research placements to 140 for 2017. 9 new SPRI partnership sites were added and 2 of this year’s research mentors were SC SmartState Endowed Chairs.

GSSM continues to build strong summer research partnerships with the state's 3 research universities and expand the opportunities for GSSM students. 56.3% of the research placements were with research mentors at Clemson, MUSC, or USC.

In addition to research placements at Clemson, MUSC, or USC and other SC colleges, 9 new research partner sites were added for 2017 SPRI. Some of these sites included USDA Agriculture Research Service, Nephron Pharmaceutical, Council of Economic Advisors, and Clemson University - CUBEinC.

The GSSM Research Experience Scholars Program (RESP), which is an international component of the summer research program, included 2 research sites in Germany (German Cancer Research Institute and the German Institute for Artificial Intelligence) and 1 research site in South Korea (Korea Advanced Institute of Science and Technology).

Seven GSSM students, under the direction and supervision of Michael Newsome, GSSM Director of the Economics and Finance Institute, and in collaboration with a researcher at the College of Charleston, participated in a research project conducted in Shanghai, China. (China was added for student research.)

**2016-2017 Academic Year (AY) Outreach Impact 5612 students/teacher supported:**

The GSSM Center for Science Education directly engaged 47 teachers and 2171 students in diverse off-campus and on-campus STEM experiences during the academic year. Additional 2000 middle school students were engaged in PASE lab activities taught by the teachers participating in the GSSM PASE professional development program. This brings the total impact during the academic year to 4218 participants. Combined with the summer Center for Outreach impact the total number of participants for 2016-2017 was 5612.

The number of Center for Outreach program delivery sites during the academic year including GSSM as a site was 16 sites. Including the summer satellite sites in the total sites for 2016-2017, the total was 34 sites (16 academic year and 18 summer). This figure does not include the number of research sites for summer research 2017.

In addition to the diverse off-campus and on-campus offerings, the Outreach Center delivers professional development to SC teachers and offers an online honors mathematics course. The 2016-2017 AY impact of these programs was as follows:

**Portable Advanced STEM Exploration (PASE):**

During the 2016-2017 academic year, 47 middle school math and science teachers across the state participated in multiple PASE professional development sessions. The teachers learned science and mathematics content in the context of inquiry-based labs that use a variety of lab-based learning technologies and simulations.

Over 2000 middle school students were engaged in the PASE curriculum labs by teachers participating in the PASE professional development during the 2016 - 2017 academic year and participating teachers from preceding school terms.

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**Virtual Algebra II Honors Course 9<sup>th</sup> Grade:**

The GSSM Virtual Algebra 2 Honors course was delivered to ninth grade students at Orangeburg-Wilkinson High School (OWHS) for a second year, and GSSM added a pilot site at Keenan High School. The goal of the GSSM Virtual Algebra II Honors course is to increase the number of OCSD5 and Richland One students who are prepared to take advanced mathematics courses and succeed in unique academic opportunities such as the GSSM Accelerate program or the GSSM residential program. The course sections were taught virtually by a GSSM Outreach Instructor using the GSSM Accelerate virtual education technology and infrastructure, and the course featured unique on-site interactions between the instructor and students. These interactions included hands-on experiences using technology with TI-84 calculator analysis and real-world application of concepts discussed in the lecture portion of the course. **Six** students participated in the pilot course at Keenan. **Four** of the **6** students applied to the GSSM Accelerate program. **Two** of these students have enrolled in the Accelerate class of 2020. **Eighteen** students participated in the course at Orangeburg-Wilkinson during the spring semester. **Eight** of the **18** students applied to the GSSM Accelerate program. **Five** of these students have enrolled in the Accelerate class of 2020.

**Summer 2017 Center for Outreach Programs:**

During summer 2017, **1394** rising 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> grade students participated in one or more of GSSM’s summer satellite and residential STEM camp experiences. The details are as follows:

**GoSciTech Summer Residential Program**

**558** rising 8<sup>th</sup>, 9<sup>th</sup>, & 10<sup>th</sup> students participated in the GoSciTech summer program. These students represent **32** SC Counties.

**iTEAMS Xtreme Next Generation Satellite Summer Camps**

**567** rising 7<sup>th</sup> & 8<sup>th</sup> grade students representing **167** schools participated in **12** camps delivered in **12** SC counties.

**CREATEng Satellite Summer Camps**

**269** rising 8<sup>th</sup> & 9<sup>th</sup> grade students representing **88** schools participated. The **6** camps were offered in **6** SC counties.

Below are several quotes from students who participated in GoSciTech, iTEAMS or CREATEng and quotes from camp instructors. These quotes provide an indication of the impact the STEM experiences are having on young students.

- GST--- “I liked the fact that I was able to experience and learn about something I had no previous knowledge on and come out of the class feeling proud about what I learned. The GoSciTech gave me a chance to try something I might not have gotten the chance to try had I not attended the camp.”
- GST --- “What I liked best about GoSciTech was the hands on learning and the opportunity to meet new people with different back grounds but have the same mindset.”
- iTEAMS --- “If you like challenges and computer science, you wouldn’t want to miss out on this camp!”
- iTEAMS --- “It [iTEAMS] was amazing, but challenging enough to get my mind thinking.”
- CREATEng --- “It [CREATEng] was a great experience and it allowed me to learn many different things about engineering.”

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**Student Development**

**Athletics**

- This school year was a transition in athletics. The Interim Athletic Director and Athletics Coordinator worked tirelessly to enhance operations, practices, and expectations for those serving our students in this capacity.
- Hugh O’Connor will begin his next year of service as GSSM’s Director of Athletics. We will continue to contract his services through the Hartsville YMCA for the upcoming academic year.
- Our Cross Country and Volleyball coaches were selected as region coaches of the year.
- GSSM took region championships in Boys’ Cross Country, Girls’ Soccer, and Boys’ Soccer.
- Several of our students were recognized for their individual achievements in swimming, cross country, track and field, and girls’ tennis. Three student athletes were named to All State teams.
- The Volleyball Team won 2<sup>nd</sup> place in the Class A State Championship.
- Other notable achievements included branding athletics with departmental merchandise, developing training materials for all coaches, and systems for greater accountability.

**Campus Life**

- The inaugural year of the House System was successful. The majority of rising seniors elected to stay in their same house (floor) next school year. Although the measures are anecdotal, the goals of building a more engaged community and increasing school pride were met.
- The House Captains, under the direction of the Director of Campus Life, launched a Campus Life Student Satisfaction Survey to examine satisfaction on the floors. Based on the feedback (206 out of 260 residents completed the survey), the residence life coordinators developed and implemented plans to increase student-staff engagement.
- After reviewing the survey data, members of the House leadership conducted focus groups to gain a deeper understanding of the data gleaned from the survey.
- Members of the campus life student leadership team for the upcoming school year participated in a retreat in which they developed plans for effective programming for the 2017-18 year and provided suggestions for the campus life staff to consider for continuous improvement.

**Student Engagement**

- The department introduced several new organizations: NAACP, NSBE, Speech Club, and the Microgravity and Programming Club. Other standing organizations increased their visibility and fund raising efforts making contributions to the Pee Dee Math, Science and Technology Academy and the Harriet Hancock Shelter. The National Honor Society held several blood drives, and the Beta Club attended their state convention for the second year with the support of the office.
- Student art work was featured in several libraries and museums around the state, and students continue to thrive using their creativity to help balance their GSSM experience.
- A leadership workshop was hosted for the Ambassadors, Natural Helpers, and Student Council scheduled to serve for the 2017-18 school year. A part of their work was to determine seven pillars for student leadership at GSSM. The pillars are accountability, approachability, credibility, empathy, initiative, integrity, and respect.
- Collectively, students engaged in more than 13,000 hours of service through the Community Engagement program.



Goal	Item #	Strat	Object	Description
<b>G</b>	<b>1</b>	<b>Education, Training, and Human Development</b>		<b>Provide the best advanced education for S.C.'s most selective students</b>
<b>S</b>	<b>1.1</b>			<b>Provide the best credentialed and most experienced teachers in all subjects</b>
O	1.1.1			Hire teachers with minimum Master's degrees, PhD's preferred in their areas - appropriate to full-capacity growth of student body.
O	1.1.2			Maintain Excellent Rating on State School Report Card
O	1.1.3			Maintain low student to teacher ratio
O	1.1.4			Maintain and expand challenge exam agreements with leading in-state Universities
O	1.1.5			Ensure 100% of GSSM grads attend undergraduate school
O	1.1.6			Support and track scholarship and grant attainment by GSSM graduates
O	1.1.7			Track # and % of in-state and out-of-state University attendance by GSSM grads
<b>S</b>	<b>1.2</b>			<b>Continually advance curriculum offerings, coordinating with Universities and Business Sector</b>
O	1.2.1		S.C.	Create and implement Accelerate Engineering - a statewide virtual/blended program for 10th, 11th & 12th graders. Design and implement with Industry, business, University and school partners in
O	1.2.2			Continue to infuse Economics & Finance into GSSM curriculum offerings.
O	1.2.3			Continue to enhance Engineering offerings residential program at GSSM
<b>S</b>	<b>1.3</b>			<b>Provide a safe and supportive teaching environment with technology</b>
O	1.3.1			Schedule campus teaching spaces with zero teaching downtime for facility repair
O	1.3.2			Upgrade IT networks and in-classroom/lab IT to support instruction
O	1.3.3			Implement Public Safety department with armed Law Enforcement Officers, review, revise and practice public safety drills (fire, Tornado, Armed Intruder Lockdown)
<b>G</b>	<b>2</b>	<b>Education, Training, and Human Development</b>		<b>Operate a residential campus supportive of students in activities, character development and safety</b>
<b>S</b>	<b>2.1</b>			<b>Conduct Athletic Programs appropriate to an academically-focused residential high school</b>
O	2.1.1			Create athletic teams supportive of student interests and abilities
O	2.1.2			Create expanded intramural athletic program supportive of student interests and abilities
<b>S</b>	<b>2.2</b>			<b>Create arts and music programs supporting students interests and talents</b>
O	2.2.1			Maintain specialized art and music instructors to foster student development in art & music
<b>S</b>	<b>2.3</b>			<b>Ensure physical and mental health of students</b>
O	2.3.1			Provide mental health professional at doctoral level to assess student body via individuals at improving emotional quotient awareness
O	2.3.2			Provide extensive qualified nursing services to include medication management
<b>G</b>	<b>3</b>	<b>Education, Training, and Human Development</b>		<b>Focus Support and Admin services on cost containment and freeing-up instruction, Outreach &amp; Student Development Functionality</b>
<b>S</b>	<b>3.1</b>			<b>Maximize efficiency toward customer service function.</b>
O	3.1.1			Support functional areas by creating minimally necessary reporting and administrative tasks - mainly self-created tasks.
O	3.1.2			Implement and access Growth plans in phases per outlined excellence benchmarks (teacher qualifications, ratios, etc.)
O	3.1.3			Maintain efficient administrative overhead.
<b>G</b>	<b>4</b>	<b>Education, Training, and Human Development</b>		<b>Lead in the development and delivery of statewide academic opportunities that support and improve achievement via GSSM Outreach Center programs and initiatives</b>
<b>S</b>	<b>4.1</b>			<b>Enhance GSSM's advanced research program opportunities for residential students</b>
O	4.1.1			Provide diverse research opportunities at state or national universities or industrial sites
O	4.1.2			Increase national and international research opportunities and placements
O	4.1.3			Develop in-house Research Capabilities.
<b>S</b>	<b>4.2</b>			<b>Enhance and expand high-quality statewide academic programs developed and delivered by the GSSM Outreach Center</b>
O	4.2.1			Increase programs targeted to specific age and demographic groups

	Item #			Description
	Goal	Strat	Object	
O		4.2.2		Increase Outreach partners, both at schools & districts, and with business partners.
O		4.2.3		Continue to grow Accelerate Engineering Statewide program: moved to mostly state support, to allow S.C. HS students to earn full first-year credits in in-state University Engineering programs. Provided statewide to partner schools/districts.
-				
-				
O		4.2.4		Increase Academic achievement



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Performance Measurement Template										
Item	Performance Measure	Last Value	Current Target Value	Current Value	Future Target Value	Time Applicable	Data Source and Availability	Calculation Method	Associated Objective(s)	Meaningful Use of Measure
1	Growth in Student Body		225	282	288	3 years, Annually after 2015-2016	GSSM Admissions	Annual	Admissions - Count	G1: 1.1.3, 1.1.4,1.1.5, 1.1.6: G2, 2.1, 2.2, 2.2.1, 2.3, 2.3.1, 2.3.2
2	Growth in Residential Faculty		31	31	31	On-going based on course demand	Staffing	Annual	Count	G1: 1.1.3, 1.1.4,1.1.5, 1.1.6, G2, 2.1, 2.2, 2.2.1,2.3, 2.3.1, 2.3.2, 3.1, 3.1.1, 3.1.1, 3.1.1, 3.1.3
3	Maintain % of Faculty with Masters		100%	100%	100%	Annual	Staffing	Annual	Count	S 1.1: O1.1.1, 1.1.4, 1.1.7
4	Maintain % of Faculty with PhD		80%	80%	80%	Annual	Staffing	Annual	Count	S 1.1: O1.1.1, 1.1.4, 1.1.7
5	Maintain "EXCELLENT" Rating on School Report Card		Excellent	Excellent*	Excellent	Annual	S.C. School Report Card* Official release cycle currently delayed	Annual	Various Benchmarks	S1.2: O1.3.2, G3, S3.1, 3.1.1, 3.1.2
6	Major Curriculum Addition(s)		Econ-Finance & Accelerate Engineering	Maintained	Various, depending on University and/or Business Demand	Major addition every 2-3 years	GSSM Academics	Annual	Maintain and track results,	O1: S1.1, 1.1.4, 1.1.5, 1.1.6, 1.1.7
				Implemented Year Round Advanced Science Research	Continue to build and enhance on-campus research program	Annual	Academics	Annual	Maintain and track results,	O1: S1.1, 1.1.4, 1.1.5, 1.1.6, 1.1.7
				Increased engineering residential opportunities	Continue to increase engineering residential opportunities	Annual	Academics	Annual	Maintain and track results,	O1: S1.1, 1.1.4, 1.1.5, 1.1.6, 1.1.7
7	Challenge exam agreements with Universities		3 Universities	2 Universities	Continue to expand agreements	two years	GSSM Academic Profile	Annual	Maintain and track results,	G1: 1.1.3, 1.1.4,1.1.5, 1.1.6, G2, 2.1, 2.2, 2.2.1,2.3, 2.3.1, 2.3.2, 3.1, 3.1.1, 3.1.2, 3.1.3
8	% of GSSM Grads to Undergraduate College		100%	100%	100%	Annual	College Counseling	Annual	Report	G1:1.1.2, 1.1.6,
9	New Junior Year Seminar Series		1	1	Maintain	two years	Student Development and Academics	Annual	Student Development and Academic Affairs	G2: S2.3, 2.3.1, 2.3.2, 1.1.2, 1.1.6
10	# of GSSM Outreach Participants = summer and during academic year. Includes students and teachers for 2016-17		2500	5612	Expand as resources allow -- Capacity, maintain quality	Annual	GSSM Admissions/Outreach	Annual	Admissions - Count	G4: S4.2, O4.2.1, 4.2.2, 4.2.3, 4.2.4
11	# of Outreach Sites Provided		30	34	Reasonable Growth w/quality maintained	Annual	GSSM Outreach	Annual	Admissions	G4: S4.2, O4.2.1, 4.2.2, 4.2.3
12	Research Scientists as GSSM Mentors, University and Industry Partners		95	96	Match w/growth	Annual	GSSM Outreach	Annual	GSSM Outreach/Universities	G1: 1.1.3, 1.1.4,1.1.5, 1.1.6, G2, 2.1, 2.2, 2.2.1,2.3, 2.3.1, 2.3.2: G4: S4.2, O4.2.1, 4.2.2, 4.2.3, 4.2.4
13	Accelerate Faculty	4	4	8	11	3 year program cycle	Accelerate Engineering Program	Annual	Accelerate Engineering Program	G4: S4.2, O4.2.1, 4.2.2, 4.2.3 G1: 1.1.3, 1.1.4,1.1.5, 1.1.6, G2, 2.1, 2.2, 2.2.1,2.3, 2.3.1, 2.3.2:, 4.2.4
14	Accelerate Engineering - Statewide Outreach Virtual/Blended Program for 10th, 11th & 12th graders		Pilot Program	# of Schools/Sites = 15 # of students: 102	For 2016-17: Expand to 120 students at 15 schools/sites	3 year program cycle	Accelerate Engineering Program	Annual	Accelerate Engineering Program	G4: S4.2, O4.2.1, 4.2.2, 4.2.3 G1: 1.1.3, 1.1.4,1.1.5, 1.1.6, G2, 2.1, 2.2, 2.2.1,2.3, 2.3.1, 2.3.2:, 4.2.4
15	% of Grads attending In-State Universities		61%	64%	50% +	Annual	College counseling	Annual	Admissions	1.1.4, 4.1, S 1.1
16	Dual Enrollment Agreement with Universities		41 credits	41 creds	maximize college credit	3 years program	Accelerate Engineering Program	Annual	Accelerate Engineering Program	G4: S4.2, O4.2.1, 4.2.2, 4.2.3 G1: 1.1.3, 1.1.4,1.1.5, 1.1.6, G2, 2.1, 2.2, 2.2.1,2.3, 2.3.1, 2.3.2:

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		FY 2016-17 Expenditures (Actual)*				FY 2017-18 Expenditures (Projected)*				Program Template
Program/Title	Purpose	General	Other	Federal	TOTAL	General	Other	Federal	TOTAL	Associated Objective(s)
I. Academics	Provide the highest quality instruction to S.C.'s best/most motivated High School students	\$ 4,665,199.67	\$ 82,029		\$ 4,747,229	\$ 4,739,719.67	\$ 82,029		\$ 4,821,749	G1, S1.1, O: 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7 S 1.2: O: 1.2.1, 1.2.2, 1.2.3: S 1.3: O1.3.1, 1.3.2, 1.3.3
II. Life In Residence	Support the 24/7 residential campus and development in all areas outside of the classroom	\$ 3,179,953.39	\$ 153,022		\$ 3,332,975	\$ 3,348,787.39	\$ 153,022		\$ 3,501,809	G2, S 2.1, O, 2.1.1, S 2.2, O: 2.2.1, S 2.3, O: 2.3.1 & 2.3.2
III. Support Admin Services	Allow functional areas to focus and achieve - Complete State Reports & Requirements	\$ 470,452.38			\$ 470,452	\$ 470,452.38			\$ 470,452	G 3 S 3.1: O: 3.1.1, 3.1.2
IV. Statewide Outreach	Improve and support academic achievement across the entire state, elementary through high school and improve prospects for universities and businesses in SC. Expand Statewide Accelerate Engineering Program for 10th, 11th, and 12th graders.	\$ 3,698,142.56	\$ 371,449	\$ 140,000	\$ 4,209,592	\$ 3,974,117.56	\$ 441,449	\$ 70,000	\$ 4,485,567	G 4, S 4.1, O: 4.1.1, 4.1.2 S, 4.2, O: 4.2.1, 4.2.2, 4.2.3, 4.2.4
					\$ -				\$ -	
		\$ 12,013,748	\$ 606,500	\$ 140,000	\$ 12,760,248	\$ 12,533,077	\$ 676,500	\$ 70,000	\$ 13,279,577	*

\*-SDE is GSSM's fiscal agent, providing technical assistance & support. GSSM is working with SDE to confirm,reconcile.

\*-Expended or Encumbered (GSSM operates programs over 12 months, with many programs Splitting Fiscal Year) -

\*-GSSM has full carry forward authority.

Academic	37%
Life in Residence	26%
Supp Admin Srvc	4%
Statewide Outreach	33%
	100%

					Legal Standards Template	
Item #	Law Number	Jurisdiction	Type of Law	Statutory Requirement and/or Authority Granted	Does this law specify who (customer) the agency must or may serve? (Y/N)	Does the law specify a deliverable (product or service) the agency must or may provide? (Y/N)
Enabling Legislation CHAPTER 48, HISTORY: 1987 Act No. 170, Part II, Section 23.						
1	SECTION 59 48 20, SPECIAL SCHOOL OF SCIENCE AND MATHEMATICS SECTION 59 48 10. Establishment of school,	State	Statute	Establish School and Governing Body 1987	Yes	Yes
2	Proviso 1.7	State	Proviso	1.7. (SDE: Governor's School for Science & Math) Any unexpended balance on June thirtieth of the prior fiscal year of funds appropriated to or generated by the Governor's School for Science and Mathematics may be carried forward and expended in the current fiscal year pursuant to the direction of the board of trustees of the school.	No	No
3	Proviso 1.27	State	Proviso	1.27. (SDE: Governor's School Leave Policy) The South Carolina Governor's School for the Arts and Humanities and the South Carolina Governor's School for Science and Mathematics are authorized to promulgate administrative policy governing annual and sick leave relative to faculty and staff with the approval of their respective board of directors. This policy shall address their respective school calendars in order to comply with the instructional needs of students attending both special schools.	No	No
	Proviso 1.35	State	Proviso	1.35. (SDE: Governor's Schools' Fees) The South Carolina Governor's School for the Arts and Humanities and the South Carolina Governor's School for Science and Mathematics are authorized to charge, collect, expend, and carry forward student fees as approved by their respective Board of Directors. The purpose and amount of any such fees will be to maintain program quality in both academics and residential support. No student will be denied admittance or participation due to financial inability to pay. The respective Board of Directors shall promulgate administrative policy governing the collection of all student fees. Both schools shall conspicuously publish a fee schedule on their respective websites.	No	No
	Proviso 1.55	State	Proviso	1.55. (SDE: Governor's Schools Residency Requirement) Of the funds appropriated, the Governor's School for the Arts and the Humanities and the Governor's School for Science and Mathematics are to ensure that a parent(s) or guardian(s) of a student attending either the Governor's School for the Arts and the Humanities or the Governor's School for Science and Mathematics must prove that they are a legal resident of the state of South Carolina at the time of application and must remain so throughout time of attendance. The Governor's School for the Arts and the Humanities and Governor's School for Science and Mathematics may not admit students whose parent(s) or guardian(s) are not legal residents of South Carolina.	Yes	Yes
4	Proviso 1.85	State	Proviso	1.85. (SDE: Governor's Schools Informational Access to Students) For the current fiscal year, school districts must permit both the Governor's School for the Arts and Humanities and the Governor's School for Science and Mathematics to collaborate with individual schools and their staff to share information with students and families about the educational opportunities offered at the respective Governor's Schools, through avenues including school visits, informational presentations, and posters. By June 30, 2015, the Governor's School for the Arts and Humanities and the Governor's School for Science and Mathematics must report to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee the results of these Informational Access efforts. Further, the two Governor's Schools will work with districts, the Department of Education and School Report Card administrators, to ensure that SAT scores of current Governor's Schools' students are included in the School Report Card of these students' resident schools and districts.	No	NO
5	Proviso 117.50	State	Proviso	117.50. (GP: Facility Rental Fee) The Governor's School for the Arts and Humanities, Governor's School for Science and Mathematics, Wil Lou Gray Opportunity School, and John de la Howe School are authorized to charge, collect, expend and carry forward fees charged for facility and equipment rental and registration	No	No
6	Proviso 117.16	State	Proviso	117.16. (GP: Allowance for Residences & Compensation Restrictions) That salaries paid to officers and employees of the State, including its several boards, commissions, and institutions shall be in full for all services rendered, and no perquisites of office or of employment shall be allowed in addition thereto, but such perquisites, commodities, services or other benefits shall be charged for at the prevailing local value and without the purpose or effect of increasing the compensation of said officer or employee. The charge for these items may be payroll deducted at the discretion of the Comptroller General or the chief financial officer at each agency maintaining its own payroll system. This shall not apply to the Governor's Mansion, nor to guards at any of the state's penal institutions and nurses and attendants at the Department of Disabilities and Special Needs, and registered nurses providing clinical care at the MUSC Medical Center, nor to the Superintendent and staff of John de la Howe School, nor to the cottage parents and staff of Wil Lou Gray Opportunity School, nor to full-time or part-time staff who work after regular working hours in the SLED Communications Center or Maintenance Area, nor to adult staff at the Governor's School for Science and Mathematics and the Governor's School for Arts and Humanities who are required to stay on campus by the institution because of job requirements or program participation. Any state institution of higher learning may provide complimentary membership privileges to employees who work at their wellness centers. The presidents of these state institutions of higher learning authorized to provide on-campus residential facilities for students may be permitted to occupy residences on the grounds of such institutions without charge.	No	No



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Customer Template

Divisions or Major Programs	Description	Service/Product Provided to Customers	Customer Segments	<i>Specify only for the following Segments:</i> (1) Industry: Name; (2) Professional Organization: Name; (3) Public: Demographics.
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Academics	Advanced Curriculum and Training	Advanced Educational Programs	School Districts	Partner Industries include Boeing, Google, BMW, Sonoco Products company and many others. Professional Organizations include: All Higher Educational Partners (USC, Clemson, S.C. State, Citadel, College of Charleston, MUSC, etc.), plus Federal Dept. of Education, Science, Math, Humanities and other Teacher Organizations. Public (Demographics): General Public and subsections to include families with school-age children appropriate for GSSM program Participation.
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			Professional Organization	Partner Industries include Boeing, Google, BMW, Sonoco Products company and many others. Professional Organizations include: All Higher Educational Partners (USC, Clemson, S.C. State, Citadel, College of Charleston, MUSC, etc.), plus Federal Dept. of Education, Science, Math, Humanities and other Teacher Organizations. Public (Demographics): General Public and subsections to include families with school-age children appropriate for GSSM program Participation.
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			General Public	Partner Industries include Boeing, Google, BMW, Sonoco Products company and many others. Professional Organizations include: All Higher Educational Partners (USC, Clemson, S.C. State, Citadel, College of Charleston, MUSC, etc.), plus Federal Dept. of Education, Science, Math, Humanities and other Teacher Organizations. Public (Demographics): General Public and subsections to include families with school-age children appropriate for GSSM program Participation.
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Life in Residence	Provide Residential Environment for Well-being and development of students staying on-campus	Provide Residential Environment for Well-being and development	General Public	General Public and subsections to include families with school-age children appropriate for GSSM program Participation.
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			School Districts	General Public and subsections to include families with school-age children appropriate for GSSM program Participation.
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			Professional Organization	General Public and subsections to include families with school-age children appropriate for GSSM program Participation.
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Outreach	Statewide Educational Programs for students and Teachers, to include Engineering, Summer Camps, 9th grade Algebra II, Professional Development for Teachers and Distance Education in Advanced Courses.	Advanced Educational Programs - Statewide, grades 7-12, Teacher Development & Growth	School Districts	Partner Industries include Boeing, Google, BMW, Sonoco Products company and many others. Professional Organizations include: All Higher Educational Partners (USC, Clemson, S.C. State, Citadel, College of Charleston, MUSC, etc.), plus Federal Dept. of Education, Science, Math, Humanities and other Teacher Organizations. Public (Demographics): General Public and subsections to include families with school-age children appropriate for GSSM program Participation.
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Customer Template

Divisions or Major Programs	Description	Service/Product Provided to Customers	Customer Segments	<i>Specify only for the following Segments: (1) Industry: Name; (2) Professional Organization: Name; (3) Public: Demographics.</i>
			General Public	Partner Industries include Boeing, Google, BMW, Sonoco Products company and many others. Professional Organizations include: All Higher Educational Partners (USC, Clemson, S.C. State, Citadel, College of Charleston, MUSC, etc.), plus Federal Dept. of Education, Science, Math, Humanities and other Teacher Organizations. Public (Demographics): General Public and subsections to include families with school-age children appropriate for GSSM program Participation.
			Professional Organization	Partner Industries include Boeing, Google, BMW, Sonoco Products company and many others. Professional Organizations include: All Higher Educational Partners (USC, Clemson, S.C. State, Citadel, College of Charleston, MUSC, etc.), plus Federal Dept. of Education, Science, Math, Humanities and other Teacher Organizations. Public (Demographics): General Public and subsections to include families with school-age children appropriate for GSSM program Participation.
Administration	Meet Reporting and Stewardship Needs	Meet Reporting and Stewardship Needs	Executive Branch/State Agencies	All Higher Educational Partners (USC, Clemson, S.C. State, Citadel, College of Charleston, MUSC, etc.), plus Federal Dept. of Education, Science, Math, Humanities and other Teacher Organizations

Name of Partner Entity		Description of Partnership	
Clemson University	Higher Education Institute	Teach Engineering Statewide to 10th, 11th, and 12th graders in GSSM's Accelerate Engineering Program. Course equivalency agreements for course credit. Summer Advanced Research placements of GSSM students on campus and with University Scientists	G1: 1.1.3, 1.1.4,1.1.5, 1.1.6 1.1.7: G4: 4.1.1
University of South Carolina	K-12 Education Institute	Course equivalency agreements for course credit. Summer Advanced Research placements of GSSM students on campus and with University Scientists	G1: 1.1.3, 1.1.4,1.1.5, 1.1.6 1.1.7: G4: 4.1.1
School Districts in South Carolina	K-12 Education Institute	Provide Teacher Training and Outreach Programs for teachers and students. Recruit and partner on educational Initiatives	G1: 1.1.3, 1.1.4,1.1.5, 1.1.6 1.1.7: G4: 4.2.1, 4.2.2, 4.2.3, 4.2.4
MUSC	Higher Education Institute	Summer Advanced Research placements of GSSM students on campus and with University Scientists	G1: 1.1.3, 1.1.4,1.1.5, 1.1.6 1.1.7: G4: 4.1.1
S.C. State	Higher Education Institute	Summer Advanced Research placements of GSSM students on campus and with University Scientists. Teacher Training and Engineering partnerships	G1: 1.1.3, 1.1.4,1.1.5, 1.1.6 1.1.7:
College of Charleston	Higher Education Institute	Summer Advanced Research placements of GSSM students on campus and with University Scientists	G1: 1.1.3, 1.1.4,1.1.5, 1.1.6 1.1.7: G4: 4.1.1

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Partner Template

Name of Partner Entity		Description of Partnership	
S.C. Middle Schools	K-12 Education Institute	Provide Teacher Training and Outreach Programs for teachers and students. Recruit and partner on educational Initiatives	G1: 1.1.3, 1.1.4,1.1.5, 1.1.6 1.1.7: G4: 4.2.1, 4.2.2, 4.2.4
S.C. Elementary Schools	K-12 Education Institute	Provide Teacher Training and Outreach Programs for teachers and students. Recruit and partner on educational Initiatives	G1: 1.1.3, 1.1.4,1.1.5, 1.1.6 1.1.7: G4: 4.2.1, 4.2.2, 4.2.4
Business/Industry Partnerships	Private Business Organization	Outreach and Residential efforts and support to include Accelerate Engineering, Economics and Finance, Mandarin Chinese Foreign Language Instruction and many others	G4: S4.2, O4.2.1, 4.2.2, 4.2.3, 4.2.4

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Report Template

Report Name	Name of Entity Requesting the Report	Type of Entity	Reporting Frequency	Submission Date (MM/DD/YYYY)	Summary of Information Requested in the Report	Method to Access the Report
State Human Affairs Commission Report to the General Assembly	S.C. Human Affairs Commission	State	Annually	2nd Quarter	Hiring and Minority Employment Assessment	Posted on Requesting Agency Website or via direct request
State Budget Request	Executive Budget Office	State	Annually	2nd Quarter	Budget Priorities and Justifications	Posted on Requesting Agency Website or via direct request
	Governing Board	State	Annually	June of each year	Budget Priorities and Justifications - For Approval	Posted on Requesting Agency Website or via direct request
Annual State Audit	State Auditors Office	State	Annually	Dec-March	Policies and Procedures review, Variances in Line Items, Justifications	Posted on Requesting Agency Website or via direct request
S.C. School Report Card	Education Oversight Committee	State	Annually	September-October	Benchmarks and metrics in comparison to public schools	Posted on Requesting Agency Website or via direct request



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External Review Template

Item	Name of Entity Conducted External Review	Type of Entity	External Review Timeline (MM/DD/YYYY to MM/DD/YYYY)	Method to Access the External Review Report	
1	Board of Trustees	State	Annually	Chair review and signature - Subcommittee Review	
2	P-Card Audit	State	As Scheduled by SDE	Posted on Requesting Agency Website or via direct request	
State Human Affairs Commission Report to the General Assembly	S.C. Human Affairs Commission	State	Annually	2nd Quarter	Hiring and Minority Employment Assessment
State Budget Request	Executive Budget Office	State	Annually	2nd Quarter	Budget Priorities and Justifications
	Governing Board	State	Annually	June of each year	Budget Priorities and Justifications - For Approval
Annual State Audit	State Auditors Office	State	Annually	Dec-March	Policies and Procedures review, Variances in Line Items, Justifications
S.C. School Report Card	Education Oversight Committee	State	Annually	September-October	Benchmarks and metrics in comparison to public schools